

COMMUNITIES IN SCHOOLS KALAMAZOO POSITION DESCRIPTION

Position Title: Senior Site Coordinator

Reports To: Director of Integrated Student Services, Secondary Schools

Exempt Position: Yes

Supervisory Position: Volunteers, AmeriCorps Vista Members, Interns, Orientation Assistants; Classroom/Club Leaders/Staff within After School, Functional Guidance & Training for Partners at Site

POSITION SUMMARY

The Senior Site Coordinator (SSC) is responsible for implementing the Communities In Schools Integrated Student Services (ISS) model within the designated school building and assures that community resources that are recruited for the building are connected to the students who need them to improve their academic achievement, school attendance, and behavior. This position helps to assess school-wide needs and individual student needs based on input from teachers, other building staff, service providers and parents. The SSC collaborates with other CISK staff and school staff to develop and implement the annual Site Operations Plan (SOP), which identifies potential Level I (school-wide) and Level II (individual student) services. The SSC is responsible for coordination of resources including their ongoing monitoring and adjusting. The SSC is the internal bridge builder within the school, making connections between students and resources, parents and resources, teachers and providers, etc. The SSC engages parents to assure that students are able to receive maximum support for success. The SSC provides appropriate supervision, instruction and oversight for graduate level interns, assuring that they are able to effectively assess and intervene with students. The SSC functions as an effective member of a team within the school, providing consultation on needs and effective intervention strategies for students. For buildings with after school programs, the SSC supervises part-time staff who are providing a wide variety of youth development interventions designed to strengthen reading, writing, math, attendance and behavior. Oversees the selection of enrichment and ancillary providers and coordinates with those providers for the delivery of their particular services.

WORKING CONDITIONS

Normal working conditions where there is no physical discomfort due to temperature, dust, noise and the like. Occasionally lifts average 15 pound boxes of supplies, materials, etc. to waist level. Ability to drive plus the availability of a vehicle to use for getting to and from meetings locally and throughout the state, other events, and for the occasional transport of providers, students, and/or families. Valid Michigan driver's license and the ability to obtain necessary auto insurance for the above purposes. Must be able to observe and hear students, staff, and providers across a wide range of settings and interpret those observations for the purpose of evaluation, monitoring, and service modifications. Must be able to work regular after school hours, occasional evenings, weekends and/or early mornings in order to cover work responsibilities. Must be available for occasional travel to state and national meetings.

DUTIES AND RESPONSIBILITIES

- Possesses a thorough understanding of the Integrated Student Services model and ensures that implementation of the model at assigned site maintains a high level of fidelity to model standards.
- Effectively assesses and/or coordinates the effective assessment of school-wide and individual student needs to ensure that appropriate resources are provided in order to build assets or address barriers to students' succeeding in school.

- Ensures that the annual Site Operations Plan at the assigned site is implemented and that the work of CISK within that building and with designated students remains focused on the needs identified in the plan.
- Establishes and maintains productive and effective working relationships with all members of the CISK partnership, including school personnel, health care, mental health, higher education resources, service organizations and staff, business, parents, and other resources. Assures that all members develop and maintain a positive understanding of how the ISS model works and how they can be contributing members of the collaboration. Actively promotes awareness of CISK within the building.
- Assures that teachers, other school personnel, parents, and students know what community services/resources are available within the building and how they can be effectively accessed and utilized to address needs described in the SOP. Shares information with students and parents on resources available in the community that can also address their needs.
- Provides leadership in the development and implementation of Level I services/special events that address school-wide needs or assets identified in the SOP.
- Actively seeks to identify targeted students, as defined in the SOP, for Level II services in order to connect the appropriate resources to their identified needs. When criteria are established for proactively recruiting students for a service, provides the means for identifying students, obtaining parent authorizations, etc. May provide information on resources within the community when a resource is not available at school.
- Utilizes the designated data collection and reporting system for Level I & II student services and ensures timely completion and submission of all reports. Assures that all volunteers and community service providers understand and regularly utilize sign-in and time-logging procedures at the building as part of tracking and reporting service hours and students served.
- Participates in ongoing monitoring and adjusting of Level I & II services including participation in regular monitoring meeting with Director of ISS and the Principal. Oversees and provides a regular exchange of information with teachers of students who are receiving Level II services.
- Provides day-to-day on-site leadership, problem-solving and facilitation for the CISK building service team including AmeriCorps VISTA, Parent Leader and interns. Works with other CISK Directors to understand the position expectations and functions of these positions.
- Orients and coordinates scheduling of providers and volunteers within the school; ensures that all providers and volunteers understand the policies and procedures of the site. Regularly reports progress and problems concerning unmet needs, utilization of community resources, and providers with the designated CISK Director and the Principal.
- Provides supervision, day-to-day direction, and guidance to providers and student interns so that student instruction is maximized and parent engagement is reinforced. Is a designated field work supervisor for MSW interns and meets the requirements for such with the appropriate graduate school of social work. Completes and submits formal written intern evaluations at required intervals.
- In buildings with a an after school program which is required to meet Michigan child care licensing rules and regulations, meets and performs the requirements of the “program director”

specified in the rules and regulations. Assures that the site meets all requirements on an ongoing basis.

- Assures appropriate feedback to school personnel on student services within the boundaries of confidentiality and student/family privacy.
- Maintains the confidentiality of all CISK and site-related information and exhibits professional and ethical judgment in managing delicate or confidential situations. This applies to written and verbal information, and all means of conveying information including face-to-face, mail, electronic mail, faxes, telephone or any other means of communication.
- Works effectively with CISK Directors in monitoring and problem solving with partner services providers, including scheduling, record-keeping, or administrative tasks and service quality or effectiveness.
- Exhibits a commitment to the values expressed in CISK mission and vision, and creates and maintains a positive CISK image. Demonstrates the ability to interact in a positive and helpful manner with all customers both internally and externally. Reflects commitment to building a supportive work environment and maintains a positive attitude.
- Demonstrates an understanding and commitment to the value of diversity within the school, student population, families and CISK.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

- Master's degree in Social Work or equivalent education and experience that allow for licensure/certification as an LMSW to allow for the required and effective supervision and development of Master's level interns.
- Prior experience in education, mental health, adolescent/youth development, child welfare or juvenile justice and ability to meet the appropriate child care licensing standards for a program director. Experience supervising graduate interns preferred. Other supervisory/management experience helpful.
- Demonstrated effectiveness working with middle and high school students and parents with diverse backgrounds. Thorough knowledge of child and adolescent growth and development and experience working with adolescents and families. Understands and embraces diversity and inclusiveness in thought, word, and actions. Exemplifies these values.
- High degree of organizational ability and the ability to work independently with limited supervision. A demonstrated capacity to manage many projects and activities simultaneously.
- Knowledge and experience with a wide range of community resources including human services, healthcare, education, recreation, employment and basic needs necessary. Advanced understanding of complex organizations and service delivery systems and how they function. Ability to implement cooperative structures and methods for multi-agency involvement in student support.
- Excellent oral and written communication skills, as well as interpersonal skills, to interact effectively with school staff, parents, students, volunteers, service providers and other team members. Ability to establish credibility with school personnel.

- Ability to exercise good judgment, discretion, integrity, and knowledge of organizational policies and procedures and to effectively convey such information to others.
- Ability to interpret, comprehend and transmit complex and detailed instructions in order to plan and perform job duties. Ability to pay close attention to and manage details while maintaining a focus on the big picture and longer-term program goals. Ability to organize, prioritize and work independently as well as schedule and produce work in a timely manner.
- Requires experience with personal computers and proficiency using word processing software, spreadsheets, the internet, electronic mail, and databases.

The above is intended to describe the general content of and requirements for the performance of this job. It is not to be construed as an exhaustive statement of duties, responsibilities or requirements.